NEWSLETTER FOR THE LIBERTY OF UNLICENSED PRINTING

NUMBER ONE: THE HIDDEN AGENDA

Editorial

This newsletter is born out of the sense of emergency and crisis engendered by the discovery of the existence of a secret committee on "Strategic Space Planning" which appears, under the guise of ordinary administrative mechanics, to be establishing conditions which will alter the fundamental nature of this university—at least so far as departments in the Humanities and Social Sciences are concerned.

Interviews with Associate Vice-Rector Catherine MacKenzie (the chair of the committee) by two members of the English Department on separate occasions (Professors Pechter and Brian) and comments by Dr. Mackenzie in both the Thursday Report and The Link have failed to put these fears at rest. Indeed, Dr. MacKenzie's comments have tended to confirm what was only rumour before, that secrecy was needed in order to avoid the inevitable panic among faculty and to meet apparently urgent deadlines. Nor is confidence inspired by remarks that committee members are educated in subtle and rarified matters that are obviously beyond the intellectual capacity of the faculty at large. The very fact that the committee acknowledged its existence only after its inadvertent discovery was publicized, leads some of us to doubt the sincerity and seriousness of the promised consultative process. Had there been a serious desire for input and consultation, these would have been requested in advance as a way of maximizing available information and minimizing pressure and anxiety.

This situation has revealed to some of us that faculty members need a forum of their own. The councils of the university are too restrictive for real consultation with and expression of faculty viewpoints; and important decisions and policies are increasingly being determined by administratively-appointed committees which are unrepresentative and appear ready to implement agendas which are not necessarily accepted by or in the interests of faculty members. University democracy in decision-making is weaker than ever. The last issue of the Thursday Report (February 28) blatantly discarded even the slightest pretense of being an open forum for broad segments of opinion by indulging in unprecedented and shocking suppression and censorship of information and viewpoints (which it had previously accepted for publication). All the more reason for an independent newsletter which freely expresses faculty opinions.

In preparing this newsletter in advance of the published report of the MacKenzie Committee, we are aware that some of our fears and assumptions may not be borne out by the report. However, the atmosphere of rumour created by the Committee's secrecy and the tremendous importance of its implications for the future of Concordia, have prompted us to make our deliberations available to a wide audience as soon as possible. We would rather risk embarassment for being slightly alarmist than expose the faculty to the risks of delay. The purpose of this newsletter is to stimulate the very debate which the secret committee ought to have solicited in advance of making its proposals, addressing all sectors of the University that will be affected by a major shift of faculty and programs.

This newsletter is produced by an unofficial, informal group of members of the English Department, who are giving their own time and money to its publication. It may be necessary or desirable to publish a second issue after the MacKenzie report is available and its proposals and implications have been assessed. We invite interested members of other concerned or affected departments to join with us in this newsletter project, by contributing opinions, articles, and, of course, money towards a second issue.

G.D.S.

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Ed Pechter's letter to Enn Raudsepp, President of CUFA

January 31, 1991

I am writing to you about the activities of the Special Task Force, which is on the verge of making a report proposing a substantial movement of faculty, apparently limited to arts departments in the Arts and Sciences Faculty, from downtwon to the west end campus.

I first heard of this Task Force through the rumour grapevine. I was subsequently able to confirm its existence by talking to a member of the Task Force and by talking to somone high up in the Arts and Sciences Faculty Administration (I was asked not to use the person's name, but I have every confidence that he represents opinon and belief at the very top administrative levels).

I was alarmed to hear that this Task Force was operating in secret and therefore wrote to the Thursday Report on January 23 (copy enclosed). The Thursday Report sent my letter to Catherine Mackenzie who, its turns out, chairs this Task Force; I gather that they will publish it eventually along with her response.

Catherine Mackenzie called me for an interview, which took place yesterday. I left this interview even more worried than when I went in. Since the kinds of concerns I have include job security, working conditions, and University governance, all matters of concern to CUFA, I am taking the liberty of writing to you so CUFA can consider getting involved in the situation.

In what follows, I describe the problems I see in the three areas mentioned above. Finally, I offer some tentative suggestions for ways in which CUFA might address these concerns.

I: Job Security

There seems to me good reason to believe that the proposed move will reduce enrolment. At present the vast majority of students in English programs are located downtown rather than at the west end campus. I believe the ration is in the order of 2:1. I assume that the English Department is representative of other Arts departments in this regard, though I don't know that. In any case, it seems reasonble to believe that at least some of the students who choose to be downtown find the location very important. It seems reasonable to assume that many of them will opt to go to McGill.

The competition from McGill is someting that may become mroe important with the passage of time. There is at present no shortage of studentds, but everybody I've spoken to predicts that there will be a shortage soon. At that point there will be no differential in admissions standards between Concordia and McGill. When this situation occurred in the mid-'70s, Concordia had some difficulty.

Another matter to be factored in here: Given the changing political climate in Québec, is it wise to locate one's operations out of the Montréal core and closer to the anglophone community? Our clientele is likely to include an icnreasing number of allophones, even francophones. (This is especially true if Québec chooses to apply Bill 101 to the CEGEPS—a matter already being recommended and under discussion.) In this context, moving from downtown to the west emd campus seems even more likely to reduce enrolment.

A reduction in enrolment is bound to be bad for us all. If the reduction is significant enough, the bad consequences can extend to the cessation of hiring and tenure, the kind of demoralization we experienced in the mid-'70s, and even the reduction and shutting down of departments and the firing of faculty.

I raised these concerns casually to the Task Force member I mentioned above; he dismissed them as inconsequential. I raised them in passing to the Arts and Science administrator I mentioned

above; he too dismissed them as inconsequential. "Might this move have negative consequences for enrolment?" I asked. "There's no convincing evidence for that." was the reply.

In this context, I was very careful to raise this concern repeatedly and systematically in my meting yesterday with Catherine MacKenzie. My basic point was that, thought there is no evidence to prove that the move would reduce enrolment, there's good prima facie evidence to believe that it might, for the reaons I mentioned above (current enrolment patterns, common sense, the changing demographics and political climate in the province), and that for this reason the market should be tested before any move is seriously considered.

Catherine MacKenzie was not interested in considering any of these matters. She repeatedly rebuffed, ignored, or resisted all these suggestions (in an entirely friendly and good-hearted manner, I hasten to add). The only consoling assurance she provided was this: Her report was not going to suggest the closing down of the downtown operation. We would continue to give courses, but the faculty would be located at the west end.

I found this cold comfort. I believe that the students will quickly perceive that the downtown operation is a branch plant, and that the access to faculty, which has always been reported to me as a chief basis for choosing Concordia over McGill, has been reduced to the point where they are being treated as shabbily as they would be at McGill. So why not go to McGill?

II: Working Conditions

The most alarming thing to me about this Task Force is its decision to conduct its operations in secret. The Task Force members and the Arts and Science administrator informed me that the secrecy was justified because of faculty anxiety on this issue of campus location,. Catherine MacKenzie repeated this idea in our meeting yesterday and added several others in order to explain why public consultation would have been impossible. 1) The time constraints: it's necessary to get a report on the table by May so that the move can be funded by Québec; 2) The space considerations involve so many technical matters that the faculty wouldn't be able to contribute in an informed and useful fashion. (In addition, Catherine MacKenzie adivsed me that it was not in her view right to say that her Task Force was operating in secret; it was merely that it did not choose to make its operations public. There may be a distinction here, and as an Eng. Lit Prof. it's of course my bread and butter to pay attention to fine verbal distinctions. I don't understand this one, but it seems only fair to pass along her view on this matter.)

I might as well admit that I am very suspicious about the secrecy. It's all too easy to see a deliberate plan undertaken by a self-appointed vanguard of the proletariat, intent upon imposing their will upon people (not only faculty but students as well) who are contemptuously and patronizingly dismissed as unable to cooperate in the shaping of their own future.Nonetheless, I don't believe it's useful to think in thise terms. I think it's better to proceed as thought everyone is operating in good faith.

If we assume good faith, then I think the Task Force has used bad judgment. The sensitivity of people's feelings with regard to space is in my view a reason to avoid secrecy, not to employ it. The technical and time constraints would have made full public faculty consultation difficult, but by no means impossible. Furthermore, even if a full public faculty consultation was unwieldy, no such problem would have existed if the consultation were centered in the institutional representative of the faculty as a whole. I mean, of course, CUFA. Why did the Task Force not consult CUFA?

I have been told that consultation in one form or another will take place eventually, but I don't feel comforted by this assurance. In effect, the Task Force has put itself in the position of establishing a set of proposals, and consultation after the establishment of a plan isn't really consultation except in the most damaged and diminished way.

I don't know when the Task Force proposes to go public with its plan. I am of course trying to make them go public as quickly as possible. I don't have enough clout to be very effective in this matter. I am writing to you in order that CUFA can contribute to the shaping of our future in a way that at once protects the interests of the faculty and of the University as a whole.

What can CUFA do?

I'm really not sure what CUFA can do, but here are a few suggestions.

CUFA should press for a full analysis of the implications of such a move for student enrolment; market research, in effect, and undertaken by reliable professionsals who are independent of the University and acceptable to CUFA. We should find out not only in general terms what the impact would be, but in speicific terms whether the impact varies from discipline to discipline, program to program.

I have to say that I'm, skeptical whether the Task Force will be repsonsive to such pressure. The idea was consistently rebuffed by everybody I spoke to. The most alarming form of resistance came in the statement that "such studies are never wholly reliable anyway." I took this statement to mean that "even if such a study suggested problems, we're going to discount the results and go ahead anyway." The same person who responded this way also assured me that "the University would never shoot itself in the foot." I believe that the statment was intended sincerely, but I have doubts about the judgment behind such statements. There is good evidence to suggest that the University may be doing just that—shooting itself in the foot. Shouldn't we test the evidence further?

It seems to me clear that such a study is a necessary prerequisite to intelligent planning. Even if such studies are less than absolutely reliable as predictors, they should give us some more substantial context in which to make decisions. The study might show that there are no significant consequences for enrolment; I would be relieved to no end to hear that. Or it might suggest that the consequences would be more significant for some programs and departments than for others—information that would be clearly useful and relevant to planning decisions. Or it might suggest that the move is probably damaging across the board. Even then it doesn't necessarily follow that the plan has to be entirely scrapped. But shouldn't we try to know what we're doing? Why aren't the planners engaged in planning? In the absence of administrative planning, CUFA ought to be filling the gap.

As I have said, I suspect that there is no stopping this plan. If this is the case, then CUFA should try to minimize the damage which the plan may and will produce.

Let me speak briefly of the damage it will produce. I refer to the deterioration of working conditions I mentioned above. The plan proposes to institutionalize a practice in which faculty offices are separated from classrooms, thereby increasing the workload substantially in terms of travel time and inconvenience. If the administration imposes extra work, it should be prepared to compensate, either by reducing other kinds of work or by increasing the compensation (I'm not talking necessarily about money.)

Furthermore, another negative consequence of this plan will be the creation of inequity in faculty workloads. Some faculty will be required to spend their lives shuttling; others won't. How iwill it be decided, and by whom, which of us are consigned to the itinerant labour category? If the administration chooses to create inequity, how does it propose to compensate it?

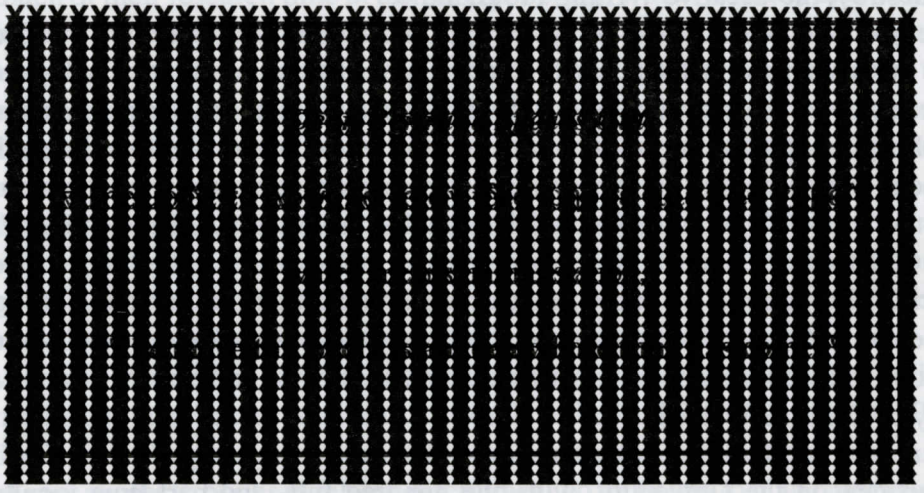
I have so far talked about the damage that *will* be produced by the Task Force plan; these negative consequences are inevitable. I turn now to the damage that may be produced—which brings me back to enrolment consequences.

To say that "there's no convincing evidence" to show that enrolment will be adversely affected by the move seems to me an irrelevant response. I believe it's incumbent upon those who support this proposal to demonstrate that there is convincing evidence to suggest that student

enrolment will *not* be affected. Of course it's impossible to prove the existence of a problem incontestably. You might want to open up a refrigerator business in the High Arctic. And maybe it'll thrive. We all know that consumers' tastes can be created and manipulated. This is precisely the argument that has been used to me when I suggested that the move creates a problem: "the students can be made to come." Well, maybe so; maybe students are mindlessly manipulable, whichs seems to me the unexamined assumption of those who are so eager to proceed with this plan without consulting studenty opinion. Nonetheless, I think the burden of proof is on them. In the absence of proof that the move is reasonably safe from enrolment damage, I maintain my assumption that damage will occur.

In effect, then, the Administration proposes to make a move that will add materially to the enrolment probems that are already predicted. The question them becomes, how will the Administration pay for the damage it creates or worsens. The short answer is that it can't. No payment can possibly compensate for the kind of demoralization that we remember from the mid-'70s. Nonetheless, some attempt must be made at compensation—whether in the form of reduced teaching loads, reduced maximum class sizes, more frequent sabbaticals, etc.

Doubtless, there are many other suggestions that CUFA Councillors and Executive will wish to generate and consider. I hope that you share my sense that this is a matter of some urgency, and I appreciate your consideration and time spent in reading this rather long memo.



An Open Letter to the Concordia Administration

I would like to offer some reactions to the leaked proposal to move much of the Humanities faculty of Concordia to the Loyola Campus, the implications of which seem to me disastrous for the University. I will base my comments mainly on trends I have observed during twelve years at Concordia, teaching English and Creative Writing.

Clientele

For years, Concordia (particularly the SGW component) has prided itself on its service to the community. It began as a night school, which served the needs of working people; after it received its charter, Sir George Williams University continued that time-honoured tradition of making many of its classes available in the core of downtown in the evening to working people. Access and availability were important considerations. These courses and programmes continued after the merge of Loyola and SGW and have retained much of the buzz and vitality of the city itself.

A major shift of programmes and departments to the Loyola campus will have very negative effects not only on enrollment at Concordia, but also on the total image of the University as centre-pin of the educational milieu and intellectual life of downtown Montreal.

English and Creative Writing courses are more popular downtown than at Loyola. We now offer only two Creative Writing courses at Loyola, as it is extremely difficult to guarantee sufficient enrollment there; the other nineteen classes offered downtown, however, are always full to over-flowing. It's perfectly clear to me and other faculty that a major shift to Loyola will cripple, and eventually destroy, the Creative Writing Programme.

When he was Dean of Arts & Science, Don Taddeo wanted to give the Creative Writing Programme its own facilities are Loyola, offering to throw in some much-needed computer equipment to sweeten the pot. Having our fingers on the pulse of the Programme and its clientele, I and my colleagues opted to stay downtown. I am convinced we made the right decision. Much of the excitement and success of the Programme is directly related to its involvement in the life of Montreal—the street life, commerce, politics, publishing, media, theatre, galleries, cinema—in which staff and students take an active part. At the moment when the English Department and Creative Writing Programme are once again gaining national attention, not only through Nino Ricci's Governor General's Award, but also through the literary successes of many faculty and students, this proposed move threatens to jeopardize our status as Montreal's (and eastern Canada's) finest venue for the study of Creative Writing.

The results for the English Department as a whole are equally serious. English is the third largest department in the University, with one hundred full- and part-time faculty. It functions extremely well in its present state, serving the needs of two campuses in terms of courses, counselling, and office space. We enjoy a reputation as the best-run graduate programme in English in Quebec, in terms of student satisfaction, awards, and national and international recognition. An arbitary decision to 'unite' the Department on one campus will have just the opposite effect; it will create enormous bitterness and inconvenience, not to mention job insecurity resulting from decreased enrollment. Collegiality is not a product of forced propinquity, but of shared concerns and mutual respect.

Housing:

Most student housing is available in the vicinity of the downtown campus, from Atwater east to Bleury and wrapped north around Mount Royal to the Park extension area. Students who take these lodgings want to pursue their studies downtown, where they have easy access to classes, to libraries, and to part-time employment. In my role as English advisor and at Coordinator of Creative Writing, I meet numerous students who simply will not make the long trek to Loyola and who often change courses (at times even programmes) to avoid the disruptive and time-consuming journey west.

There is no likelihood that the housing situation will change in Montreal in the near future to provide a core of affordable accommodation in NDG and Montreal West. In fact, real estate trends indicate that the value of residential properities is making this a very trendy and expensive area in which to live. This means that huge numbers of students will be expected to make their way beyond the reaches of the present subway system. My view is that the remoteness of the Loyola campus will result in significant students losses for us; students who want and need a downtown education will simply choose to go to McGill.

The proposal to move English and other Humanities faculty to Loyola campus shows not only a complete ignorance of demographics, but also a disturbing contempt for student and faculty traditions and needs. Commerce did a survey which indicated that their students would not countenance a shift of the entire faculty to Loyola; it seems perfectly obvious to me that a survey of English and other students in Humanities downtown would produce a similar response.

Access to Research Facilities

A second and important consideration is access to the new library. Many students in English already spend much of their research time in the McGill library, which is handy and infinitely better equipped for Humanities research. It makes little sense to spend millions of dollars of public money to upgrade a library at Concordia, less than a mile from its McGill partner, and then, by a thoughtless bureaucratic gesture, make it inaccessible to the bulk of its prime users. Alternately, it would make our institution laughable to give over the new library entirely to Engineering and Commerce, and to shift the Humanities collections out to Loyola.

If you divide library holdings in this way, you will privilege those holdings that are shelved in the most expensive and prestigious facility. More and more of the already pathetic library budget will be given over to justifying previous expenditures on the new building, which had been designed and intended not for one or two groups, but as a University-wide facility.

The divison of libraries in this way also amounts to a dangerous division of knowledge. English is an interdisiciplinary subject that is as intimately linked to History, Sociology, Psychology, Religious Studies, and Anthropology as it is to Classics, Modern Languages, and Fine Art. Students and faculty need easy access to books in related disciplines. To think and to plan otherwise is to make a mockery of the notion of a liberal education and to give up the battle, long-waged, to break down the two solitudes of arts and science. Students in the sciences, it hardly needs saying, should also have continued easy access to books and courses outside their main discipline.

The downtown portion of the English Department, which has endured ten years of appalling conditions at the Norris Building on Drummond, was given to understand, during the fund-raising period, that it, along with one or two other Departments in the Humanities, would be housed in the new library. The Chairman even went through the motions of office allocation. Many Humanities faculty have given generously to the building of this new library, thinking it important and long

overdue, only to discover that the long-awaited home for Humanities faculty and collections may well be an exclusive preserve of the fat cats of Commerce and Engineering.

Conclusions

What is to be concluded from this proposal? First, I think we have to conclude, at the very least, that, having moved its administration to more remote and comfortable facilties at Loyola, Concordia University has lost sight of the fact that its major clientele and its greatest potential for public impact are downtown. On the grounds of 'rationalizing resources' or producing 'a realizable space plan', the Administration has embarked on a course which treats faculty not as professionsals with some sense of identification with place and venue, but as pawns that can be moved around in order to solve what are essentially Administration-inflicted real estate problems. But the stakes are too large for us to let this happen. As one of my colleagues has suggested, the gutting and dismantling of the downtown Arts faculty will threaten both jobs and the viability of the entire institution.

A more sinister interpretation of these procedures is that our administrators no longer see themselves as professionals hired to serve the interests of the University, which I take to mean students and faculty, but as wise leaders who know what is good for us without consultation. Rumours of administration by fiat, sweetheart deals with certain departments, secret committees formed to make proposals that are really smoke-screens for decisions made earlier in private, wide-scale dislocations of programmes and faculty without consultation—all this reminds me of a comment in the *New Yorker* about the U.S. administration's attitude, that their response to the (then) forthcoming Nicaraguan election was too sensitive to be discussed publicly: "One has to wonder what concept of democracy informs this argument—that we must discuss in secret whether to secretly corrupt elections that we hope will lead to 'democracy'."

A second conclusion to be drawn from the proposal to move us to Loyola is that Commerce and Engineering have come to dominate the thinking and priorities of the University. To spend millions of dollars of public (and private) money on a facility that is inaccessible to its major users in the Humanities—or, convenient to only two sectors of the student body—is tantamount to further dividing the University. The conservative faculties of Commerce and Engineering, which are not known for their excessive use of libraries, will become the first-class citizens of the new institution, inhabiting, if not using, the new multi-million dollar facilities; the more troublesome and radical Arts and Humanities faculty, shunted away from the core of the city on which they might have continued to make a fortuitous—indeed, 'humanizing'— impact, will be put to pasture in Montreal West, where they can learn that advanced study is 'objective', 'disinterested', and, perhaps, irrelevant.

One solution, of course, is to move faculty in the Humanities to Loyola, but keep all the classes downtown, forcing this same faculty to become neurotic commuters, attending classes and using libaries downtown while trying to juggle books, student interviews, and administrative duties out at Loyola. I believe this arrangement will, in the end, lose us not only large numbers of students, but also many good members of faculty. Time wasted commuting is time lost to classes and research; energies dissipated in trying to juggle two locations are energies that might have gone into keeping our institution at the cutting-edge of learning.

I once questioned reviewing policy at *The Gazette* and was told by Heather Hill the book review editor that I expected too much of "a dirty little street paper". Her affectionate description amused me at the time and distracted me from my initial inquiries, which had to do with encouarging the newspaper to take a more active part in the literary life of Montreal by giving space to the serious reviewing of new books. The incident comes back to me now because of my sense of Concordia as an institution that is an integral part of downtown Montreal, an institution which has no social and

architectural pretentions and which does not mind getting its hands dirty teaching people from every area and class in Montreal. Out of this multi-faceted milieu and broadly-based mission has emerged an institution of great strength and versatility, one that goes out of its way to serve the community and, perhaps because of its traditional status as poor cousin to McGill, tries a little harder to strive for excellence.

I would like to challenge the present administration seriously to work towards dispelling genuine faculty concern about being voiceless in the University and to consider and embrace the image of Concordia as a vital inner-city institution committed to tough standards and exceptional service to the community. A decision to cause a forced migration of Humanities faculty to Loyola will not only fragment the institution and threaten enrollment, but also distract us from the larger tasks at hand, one of which is to provide moral and intellectual leadership in the politically volatile times ahead.

Gary Geddes

KILLED BY "FRIENDLY FIRE"

The current federal government is not something I would have chosen as a role model, but then I'm not a member of the current administration of this university either.

Over the past few weeks, I have come more and more to sympathize with Québec's reaction to the arrogance of Those People in Ottawa, and indeed to envy Québec's ability to do something about it, i.e. separate, a gift not given to all collectivities who have to deal with a secretive and centralized administration.

One fairly recent exchange between Québec and Ottawa may ring a few bells in Concordia. Not long before their latest hatchet-wielding exercise, Those People in Ottawa announced their intention to build a huge cultural centre in Montreal. This was not actually to help artists and writers, naturally, but to create more jobs for functionaries (one baulks nowadays at the expression "civil servants"). Strangely enough, Québec artists, who already have an official cultural centre and whose priority would be more subsidies to the artists themselves, turned to their own Minister of Culture to demand an explanation. Liza Frülla-Hébert could only shrug her shoulders and reply sadly: "That's Ottawa. Marcel Masse informs, he doesn't consult."

This is the point in the story at which one would like to say: "Any resemblance to actual persons living or dead within the confines of Concordia is purely coincidental." But we all know that an operation with far-reaching and probably disastrous effects on the morale of the (real) University, on student enrolment, on community relations, etc., is being planned in exactly the same way as Marcel Masse's planned Cultural Centre, behind closed doors.

So, if you faculty, students, and support and professional staff out there are feeling like the stereotypical cuckolded husband or wife of the traditional French farce—"always the last to know"—just remember that the cuckolder, so to speak, always played the part of the cuckold's Best Friend. And with friends like that. . . .

Maïr Verthuy, Associate Professor, Département d'études françaises

IS THIS WHAT WILL HAPPEN TO ALL HUMANITIES DEPARTMENTS? (& SOCIAL SCIENCES, TOO!)

IS THIS THE ADMINISTRATION'S SECRET AGENDA?

CONCORDIA UNIVERSITY INTERNAL MEMORANDUM

MODERN LANGUAGES AND LINGUISTICS CH-134

TO: ALL Departments

FROM: M. Hughes, Administrative Assistant
Modern Languages and Linguistics

DATE: February 8, 1991

SUBJECT: CHANGE OF ADDRESS - EFFECTIVE FEBRUARY 13/91

Please note the new address for the Department of Modern Languages and Linguistics.

6944 MONKLAND AVENUE - CENTENNIAL BUILDING

Both the Sir George and Loyola offices will be located on the Loyola Campus in the Centennial Building.

Academic Advising will now be on the Loyola Campus in the Centennial Building.

There will be no Advisors or Coordinators on the Sir George Campus.

For more information please contact:

Linda Healey
Department Secretary and Student Services Coordinator
Ch-131
848-2310

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Why Is It Likely The Projected Move Of Some Arts Departments To Loyola Will Result In A Serious Decline In Enrolment?

It is true that one cannot be sure how student enrolments will be affected, if at all, by the Strategic Space Committee's plan to move some departments from the Faculty of Arts entirely to the Loyola campus and run a mere satellite operation in an attenuated form downtown. Only a thorough scientific study of demographic factors and student (and potential student) preferences will provide a solid foundation for judgement. It is interesting to note, however, that the planning committee mentioned above (and the Administration generally) have not made such studies and are "planning" in the deliberate absence of them. Any suggestions that such studies are necessary (see, for example, Professor Pechter's letter) are ignored or evaded. Is there something our "planners" are not willing to find out, or not willing that others find out?

In the absence of such scientific studies, there are many excellent reasons based on everyday experience in the university and common observation to assume it is overwhelmingly probable the projected moves to Loyola will cause a radical decline in the numbers of students deciding to enrol at Concordia University in programs in the Arts Faculty. The real mystery is why our "planners" seem to be incapable of this common observation—yet unwilling to undertake the studies needed to back their contentions.

Where do our students come from? Where do they live while they are students? What are their patterns of employment, part-time or full-time, while they are students? Anyone who has listened to students or talked to them knows the answers, in broad outline. The Loyola campus is geographically convenient only to those who live in the west end of Montreal or on the West Island. (And for many on the West Island, the transportation system is such that downtown is no less convenient—and sometimes even more accessible and convenient— than Loyola.) These western parts of the city, however, supply only relatively small proportions of our students—and this is a steadily declining source for Concordia students. These are the areas of the city where McGill does especially well in attracting students and Concordia does less well. These are the areas most affected by the Anglophone exodus and resurgent Quebec nationalism will most affect the western parts of the city, i.e., the "natural" Loyola population base. Of all times, this seems the most damaging and counter-productive time one could choose to place important parts of the University primarily or exclusively at Loyola. One can easily see McGill rejoicing and cheering on the decisions of our "planners."

Very large numbers of our students, probably the largest part of our students, come from areas or live in parts of the city far removed from Loyola. The downtown SGW campus is accessible to them because all transportation systems converge on the downtown. In very large part, our students come from the South Shore, St. Leonard, Rosemount, the city of Laval, Saint Laurent, and so on, or from neighbourhoods near or adjacent to the downtown area. More significant, probably, is the fact that very large numbers of students live in rental accommodations that are quite near downtown or are in central parts of the city. *The move to Loyola is, in effect, a demand that many, many students must seek housing in an area that is far more expensive and has much less affordable rental housing available to students than is the case in the areas where the students now live*—if the students wish to continue to live reasonably near their university. In many cases, it will mean an extra hour of transportation time from home to classes—or as much as two additional hours a day simply travelling from home to class and back home, if one is to make the extra trek to Loyola.

Think about what is being asked by those attempting to impose these plans: they are asking (and assuming) that large numbers of students (those who would now choose to locate themselves primarily at SGW for various Arts department programs) locate themselves at a campus which is

much more geographically distant, adds significantly to their daily travel time or, alternatively, forces them to seek scarcer and more expensive housing. The Loyola campus is far removed from any Metro transportation. I am afraid this is an offer that is all too easy for the student to refuse, especially with McGill in the background.

Our Administrative "planners" have also overlooked one of the most striking and obvious characteristics of a very large number of students: they are frequently engaged in employment as well as study. There is a rhythm of work and study which characterizes many of our students. I don't mean simply that they are neatly divided into day students who are not employed, but study full-time, and evening students who are employed only in the day and study part-time in the evening. This simple division is probably what some administrators think is the case. On this simplified and inaccurate basis, one might think it possible to divide the campuses easily into day and evening and maintain only evening classes downtown. Even if this were true, those potential day students who wish to study downtown would be frustrated by the projected move to Loyola and they would not necessarily follow Arts at Concordia to the Loyola campus. But this neat picture is not accurate. The fact is that many students cross over the formally divided lines of day and evening students, part-time or full-time students. They vary considerably in terms of the numbers of course credits they take at any given time. Even full-time students work at outside jobs part-time. Many students undertake course loads that fall between full-time and part-time designations and also work at part-time jobs that actually involve a very considerable number of hours per week., It is common for Concordia students to thread their employment hours in or around their classroom hours or to plan their courses around the hours of part-time jobs.

This fluid and ever-changing rhythm of study and work describes the pattern of student life of many and the mixture of day and evening operations (both offered in full measure) is precisely what enables this. Without the full measure of academic operations both in the day and in the evening downtown this rhythm of student life is impossible. This is the structural spine of the once Sir George Williams University and the now Concordia University. The downtown operation of this university is, for this reason, unique in Canada and is respected all across the country for this mission. Indeed, the phenomenon of students older than the conventional undergraduate ages and involving a mix of work and study is increasing all over North America. Concordia has been in the vanguard in responding to this situation, yet we apparently are to be pulled in a direction which will marginalize (and, hence, undermine) one of the most fundamental pillars of our academic and social mission. Is it necessary, at this point, to add that most of the part-time employment students obtain is downtown or near downtown and is thus near the place of their studies? If the jobs are not more or less nearby, then the mix of work and classes is all the more difficult to sustain. One certainly can't see the mainly residential districts near Loyola providing the same possibilities for employment and thus this mix of classes and work.

The upshot of this is that one of the basic dimensions of Concordia Univesity (and a primary one in attracting many students) will be annihilated. What is mind-boggling is the inability of some of our apparent "planners" in the university to understand or care about this.

Current patterns of course enrolment also reveal a good deal that suggests we will suffer a substantial decline in student numbers if some Arts departments are relocated at Loyola. For several years now, the pattern of student registration for courses offered by the English Department have revealed a very disinct and unvarying tendency. The courses on the SGW campus fill up completely and there is excess demand for them almost immediately; this happens very early in the registration process—in the spring or at the very beginning of the summer. At the same time, English courses offered at Loyola have very, very few students enrolled. They are nearly empty in many instances. Courses which have a capacity of 40 students (and are already filled downtown) have, routinely, 5, 8, or 10 students registered if they are offered at Loyola. (There is sometimes an exception to this.

Once in a while a course at Loyola—if it is a quite unusual course or an exceptionally popular one—will fill up as quickly as a downtown course. But this is very rare and stands out for its exceptionality.) At a casual glance, an eye unfamiliar with the annual pattern might fear that most Loyola English courses might have to be cancelled, due to low enrolment. This, of course, does not happen because eventually those courses too fill up with students. As it happens, Concordia does not suffer from a student shortage at the moment. The English Department, right now, happens to have more students seeking its courses than it can accommodate; it is in a surplus situation (which may be misleading some of our administrators and "planners"). But the obvious point is: the very great preference is for downtown courses. The sequence of student preferences demonstrates very clearly that the SGW campus is effectively exporting to the Loyola campus already the majority of Loyola's students in English courses. The downtown campus attracts far more English course students than it can accept; the Loyola campus attracts far fewer than it receives--as a first choice. Yet our administrative "planners" appear to wish to locate the English Department at Loyola, with a marginal satellite operation at best at SGW. This is a truly wondrous and amazing decision!!!!

I do not mean, for a moment, to suggest that it is Loyola's fault that it attracts fewer English students. There is nothing wrong with Loyola. It's simply the case that most Concordia students find the downtown campus to be a preferable geographical location and this plays a crucial role for the reasons I've already indicated.There may well be a problem here for Loyola which has to be sympathetically addressed and solved. But forcing students to go to the campus they do not prefer (and undermining the purpose of the downtown campus in the process) is a not the right solution.

One wonders why our "planners" feel they can get away with forcing students to attend the campus that is not their first choice. Presumably, if the overflow students end up at Loyola, as a second choice, can not the entire flock be shepherded out there simply by moving whole departments and programs? Students will then be forced to go to Loyola, won't they? This premise, which is as cynical as it is wrong-headed, only applies while there is a surplus of students and no other alternatives.

Institutions often have bad memories and their planning is frequently very short-sighted. This must be the case here. For the past few years, Concordia has had a lot more students wishing to attend than it can handle. It has been the beneficiary of a situation where student numbers exceed the number of available places in universities. In this situation, you may well send students wherever you please, with impunity. They have few options. You could put the campus in St. Eustache and expect significant enrolment—many students would have no choice but to go. The current situation seems to have obliterated from institutional memory the very different situation of only a few years ago (and one which lasted for many years) where there were very acute shortages of students across all of North America. Courses were far from filled and cancelling under-enrolled courses was commonplace. Those were years of great anxiety for professors and institutions.

The current boom will not last. Anglophone universities in Quebec are in an unusually threatening demographic situation, which is unique in North America. Because of the forcing of immigrants into the French-language educational system and the massive exodus of Anglophones from Quebec, the population base for English-language universities in Quebec has shrunk radically. This shrinkage has worked its way through the high schools in Quebec in recent years and has devastated them in terms of massive declines in student numbers. It is currently hitting the English CEGEPs. Their enrolment is plummeting. They have suddenly deteriorated sharply in size of student populations and numbers of teachers employed. This will begin to hit the Anglophone universities in Quebec very soon, and this is our main base for students. Right now, we do not lose students to McGill because McGill is filled up. Only a few years ago, McGill also suffered student shortages and competed strongly with us for students. This will happen again, soon. Increased nationalism in Quebec will also aggravate this situation, as more Anglophones will leave Quebec, fewer will come

here to study from elsewhere in Canada, and CEGEPs may find themselves severely restricted in admitting immigrant students, the results of which will be considerable harm to the universities. We will not be able to tell students where to go then. If Loyola is inconvenient in terms of location, McGill will suit them just fine.

What I have said above concerning the pattern of registration in English Department courses is something I know at first hand. Obviously, I cannot have this direct information about the patterns of student registration in other departments in the Humanities and Social Sciences. But, one would imagine that it must be very similar because there is no plausible reason which, on the face of it, would suggest the preferences of students in terms of campus location should differ very much from one department to another. One would need to find out about this more certainly, but it does seem probable that this pronounced preference for the downtown location on the part of most students will also obtain in a number of other departments of Humanities and Social Sciences.

I would, of course, prefer to be wrong about the things I have said. I would prefer to believe that our administrative "planners" are not as remote from any real knowledge of the actualities of the university and its life as they appear to be. I would prefer to believe that they really had all the pertinent information at hand and knew that our fears and concerns were ill-founded. However, in order to believe this, one would have to know they they did serious research and engaged in studies of demographic realities and student preferences. So far, one only knows that they did not—according to the Associate Vice-Rector's replies to Ed Pechter and her comments reported in *The Link*. One can only wonder why there is such disdain for acquiring the necessary information. We are told decisions and "consultations" must be made in a great rush—too hurried for the serious acquisition of information or for consultations that are more than merely perfunctory. Do faculty members of Concordia really believe it is wise decision-making and planning to proceed in the calculated and deliberate absence of information?

G. David Sheps, Department of English

The Argument from Real Estate

An argument may well be made concerning the necessity for moving departments on the grounds that it is preferable to use university-owned space at Loyola and cut down on the use of very expensive rental property downtown.

One could reply that this university is already such a financial bargain for the Québec government (given its present cut-rate prices and shoe-string operation) that it is almost scandalous to use rental prices as an excuse for promoting an idea which will cripple one of the Concordia's fundamental services: the historic mission of the downtown operation. One of Concordia's chief attractions and, consequently, one of its chief sources of revenue, is its availability to working Montreal. Real estate considerations, taken out of context, may provide a first-class example of acting on a "penny-wise pound-foolish" basis.

The idea of sacrificing programs and a campus in order to reduce dependence on rental properties has been tried before by educational institutions in Montreal. There is an unhappy precedent for it in Vanier College, which ought to give us fair warning. The CEGEP closed down an entire campus, its Snowdon campus, in order to eliminate the use of a rental property (its Snowdon building) and in order to be a one-campus operation. It was thought that a two-campus operation was more cumbersome and expensive and that a more streamlined operation could be effected at the Ville Saint Laurent campus. There was much faculty opposition from Snowdon, but the Board of Directors passed the plan with a margin of only one vote. This was managed, just barely, by solemn promises to maintain Snowdon's special identity and programs on the new united campus. In order to do this, of course, the government had to pay for a new building at Ville St. Laurent at tremendous expense. Within a couple of years, it was deemed that this special identity no longer made sense since everybody was on the same campus. The conditions were no longer applicable and thus the promise was reversed.

Has anyone noticed what seems to happen in the language of educational administration? According to *The Link* article, when Associate Vice-Rector MacKenzie was reminded that promises about moving into the new downtwon library were made to departments and actual blueprints for departments' offices were drawn up and show to department chairs, she replied (if *The Link* qoutes her correctly) that these were merely preliminry deliberations. At Vanier College, they apparently didn't know that the promise used to get a plan through the Board of Directors by one vote was just a preliminary inquiry. Shades of Mulroney's vague promises and gambling with Canada's future at Meech Lake.

The unhappy ending to the story of Vanier CEGEP is that it lost an entire base for student population when it closed down its Snowdon branch, because Dawson College happened to open up its huge and attractive new downtown campus. When students had no Snowdon campus and were faced with travelling to Ville Saint Laurent, many of them decided it was no more trouble—perhaps less for many of them—to go downtown, to a more attractive campus close to the city centre. Vanier's loss was Dawson's gain. So, too, if such short-sighted strategies based mainly on considerations of real estate are followed, Concordia's loss will be McGill's gain.

Is there a fable here somewhere? Karl Marx has suggested that events are repeated once—they occur first as tragedy and the second time as farce. The disruptions and dimninished enrolment at Vanier College are already at the level of farce; the problems awaiting us at Concordia may not even make it to that level.

Reflections on A Bad Idea

Whichever way one slices the departments, it's a lousy idea. Let us imagine the possibilities: Humanities on one campus and Social Sciences on the other, or a cluster of some supposedly related departments on one and differently related or unrelated ones on the other campus. Library holdings will have to follow the departments by campus. We will therefore have a Liberal arts library that is unique. Aristotle's *Poetics* will have to be on one campus housed with the Humanities and his *Politics* placed on the other with the Social Sciences. Hagel's writings on aesthetics might have to be placed four miles down the road from Marx on economics. The student of Victorian literature might have ready access on his own campus to at least some of the thoughts of John Stuart Mill, but economic date useful for scholarly work on the novels of Charles Dickens will be in the Social Sciences library holdings on another campus. New journals on law and literature pose a serious taxonomic problem for administrators and may simply have to be dismembered, with each campus getting every other page. One could even see St. Augustine having to be divided between Theology on the Humanities campus and Geography on the Social Sciences campus. This may sound like bad parody. But it is more or less the way it will have to be done once one fragments Arts Faculty departments.

The situation is even worse if one thinks of the library as a research library or library for graduate study (not to mention the physical distance that will obtain between much of the Concordia Arts disciplines' library and the McGill library which is an essential resource for Concordia in scholarly work in the Humanities and Social Sciences). Reading in neighbouring disciplines is increasingly essential in scholarly work and this is severely hindered by the separation of library holdings and campuses. Some lines between some disciplines are fuzzy and overlap and reading across is necessary. But who decides which departments and disciplines are neighbours or have affinities? This varies with the inclinations and intellectual curiosity of the scholar and student. Heaven help us if these intellectual relations are defined for us by a "Strategic Space Committee." The notion that departments and library holdings should be broken up so that they are separated to the extent of belonging or being domiciled on different campuses is a fragmentation of the underlying intellectual connections within and among the Humanities and Social Sciences which verges on the academically and intellectually nihilistic. It turns its back in contempt on the search for the universality of knowledge which is implicit and fundamental in the idea of a university.

Even students of Science, Commerce, and Fine Arts concentrated on the downtown campus will suffer if all or most or many or even a few of the departments of the Arts Faculty are domiciled primarily or entirely at Loyola. Students in those Faculties do take elective courses in the Humanities and Social Sciences. We even pretend to find this desirable and say from time to time we should encourage such "breadth" or "distribution" patterns of course selection in order to give students a broader education. But we drastically limit or negate this if Arts departments are effectively out of reach. Why should a Cinema or Art History student be able to study Economics on his/her campus, but not English or French literature? A Science or Commerce student might find Political Science within reach, but not History of Philosophy. In the course of time, it may be part of the plan that all Arts departments should be exclusively at Loyola during the day. This removes one massive and central chunk of a university education from the elective choices of a student in Science, Fine Arts or Commerce. In whose interest is this? It is bad for the Arts departments. It is bad for the student of these Faculties. It is an insult to the very idea of an education. Students of Science or Commerce, for example, might even prefer to attend McGill where they may choose their electives without the exclusions or irrational impediments we would be placing in their way. In this manner, even the Faculties concentrated downtown will suffer.

The more one reflects on the likely consequences of the plans for campus reorganization and

departmental relocation the more the absurdities come to light. Perhaps part of the problem with a secret committee that resists information and consultation from outside its own cloistered membership is that it bgins to believe its own flights of fancy and wishful thinking. It closes itself off from the realities outside its own meeting room and fails to see what is actually happening. The intellectual autarky of bureaucraticthinking and planning is an unreliable guide and it is about time our bureaucracies attempted to learn about what really happens in the univesity. If, for example, one knew anything about the operations of the English department, it would be seen that the important Creative Writing sector of the department can only function if based on the downtown campus. Its repeated efforts to offer more courses on the Loyola campus don't work. Too few students enrol in Creative Writing courses at Loyola, whereas downtown there is great student demand for these courses. (A similar situation obtains in the French department, where the large Translation program flourishes downtown, but fails to attract sufficient students at Loyola. Thus a move to Loyola would either heavily damage the Translation program or, absurdly, would have to separate the Translation program from the rest of the French department). The Creative Writing program would not survive a move to Loyola. It would probably mean the end of this program (which is one of the most notable of its kind in Canada and is, nationally, one of the beter know programs at Concordia). It could, of course, survive if it stayed downtown and separated from the English department if it was forced to move to Loyola. But we would then be treated to the spectacle of a Creative Writing program with students physically separated from the location where literature courses are generally given and separated as well from the library which holds the novels, poems, plays and literary criticism they need to read. The choice our bureaucratic planning committees appear to wish to impose offers as alternatives either the effective elimination of a flourishing program or conditions which reduce that program to intellectual incoherence.

Finally, it should be clear that the intention is to reduce radically or eliminate altogether day courses from the downtown operation insofar as disciplines in the Faculty of Arts are concerned. There may well be pious promises or statements or vague allusions about some day courses always functioning downtown. It is only faculty offices and services which will be exclusively at Loyola. This will quickly be seen to be unworkable. It will be considered impractical to maintain significant day operations (which will soon be mounted entirely by part-time instructors) and provide satisfactory services to students in the day downtown when the offices are all at Loyola. At that point, it will seem that the only feasible solution is not to have any day classes at all downtown in various departments. When this happens, it will seem pointless to offer downtown day classes in some departments and not others. Next, all departments in Humanities and Social Sciences will move to Loyola (even the ones that first had to be moved downtown). All that will be left downtown from Arts departments will be the evening program, but even that will be problematical and cumbersome because the faculty offices won't be there. So, we will find it impractical even to offer evening courses downtown. . . or perhaps only a few of them, and then even fewer, until there really aren't any more in the evening, and then we will be like a "normal" university (except for the one big abnormality of the complete marginalization and trivialization of the Humanities and Social Sciences by shunting them away from the main campus to a satellite location while the main business of the unversity takes place in the downtown Faculties). This will entail, of course, the degradation, the dismembering, the adandoning of a large and fundamental part of the noble vision and prupose of the downtown operation of Concordia University.

G. David Sheps

CTR declines to publish Geddes' submission

CTR has so far printed three highly-critical letters to the editor on the subject of departmental space allocation on Concordia's two campuses, and ***we will continue publishing letters on the subject*** after members of the University community have had the opportunity to study a preliminary proposal for space utilization (to be published next week).

With that information in hand, we believe all members of the Concordia community will be able to reflect on the needs of their respective units and those of the University as a whole.

That being said, *CTR* this week declined to publish a lengthy, 1,440 word "brief" on space usage sent to us (and *The LINK*) by English Department Professor Gary Geddes.

CTR, as a vehicle for internal communication on Concordia's two campuses, has a responsibility to ensure that fears and impressions based on rumour are not given credence by being printed in our pages.

As was explained to Professor Geddes, *CTR* believes his submission — **in its current form** — is, at the very least, inappropriate for publication for the following reasons:

a) in the absence of any evidence from Professor Geddes, *CTR* has concluded that there is not, nor was there ever, any proposal ("leaked" or otherwise) as described in great detail in his text regarding the future use of library facilities at Concordia;

b) the misinformation contained in his submission will serve only to inflame emotions and further spread the fears and rumours circulating in some quarters about the space issue;

c) his submission contains unwarranted, insulting and, in our opinion, near libelous attacks on his learned colleagues in other Faculties.

d) CTR does not wish to set a precedent by printing lengthy briefs from **individual** faculty members when such material can and will be debated in open forums elsewhere.

CTR's pages remain open to Professor Geddes. Once he has actually had a chance to read the preliminary report of the Strategic Space Planning Committee, we will be glad to print his comments — providing they are concise, accurate and follow the publication guidelines outlined each week on page 4 of *CTR*.

— KJW

EDITORIAL

All the news that's fit to print?

It doesn't take a university administrator to realize that *Concordia's Thursday Report (CTR)*, despite a much-vaunted attempt to appeal to students, remains the mouthpiece of faculty and staff.

But even that's changing.

In its last issue Feb. 28, *CTR* ran a comment by the university's director of public relations, Ken Whittingham, explaining why the paper could not run a letter by English professor Gary Geddes about the rumor to move departments in the Arts and Science faculty to Loyola.

Some of the reasons for refusing to print Geddes's submission were downright ridiculous. Whittingham wrote that "his submission contained unwarranted, insulting, and in our opinion, near libelous attacks on his learned colleagues in other faculties."

Does Mr. Whittingham remember a certain letter that appeared Nov. 29 in *CTR* ? It was written by the embattled code administrator, John Relton, on the subject of history student David Parent's battle to write a term paper on gay culture.

And it was libelous, but *CTR* still chose to run it because when John Relton speaks, or writes, everyone listens.

Why wasn't the same courtesy afforded to Gary Geddes? Because he was openly criticizing the university, the same university that covers *CTR*'s printing costs? Probably.

In his letter, Relton called Parent a "vindictive bully" and hinted at the student's "past behavior." That's a little more libelous than calling those in Business or Engineering "fatcats", as Geddes did in his magnum opus printed in *the Link* Feb. 26.

The Link doesn't usually run letters or comments of this length, but chose to do so because of the secretive nature of this story. So if some insane rumors are circulating about the space issue, blame it on the university, not the parties concerned. Using this as an excuse not to run the letter — as Whittingham did — was speculative at best.

In case you didn't read it, the public relations director wrote that printing the "misinformation contained in his submission will only serve to inflame emotions and further spread the fears and rumors..."

Maybe some of the fears are well-founded, Mr. Whittingham?

In his lame four-point explanation, Whittingham mentions that *CTR* has already printed three highly-critical letters to the editor on the subject of departmental space allocation on Concordia's two campuses.

Wow! Are we supposed to applaud? Running critical letters is part of a good newspaper's job.

What about the number of letters that appeared in CTR by the chairperson of the six-member committee studying the space proposal? In the last issue of *CTR*, Catherine MacKenzie, the associate vice-rector services, responded to a letter that appeared in the same issue by Mair Verthuy, an associate professor of French, criticizing the lack of faculty input on the so-called proposal.

Curious, isn't it, how a paper can run a letter and a comment to that very letter in the same issue?

Maybe Catherine MacKenzie can explain that in another one of her endless installments to *CTR*. Or in the next issue of the paper, when CTR publishes the interim report of the Strategic Space Planning Committee.

In his other contribution last week to *CTR* , Whittingham assured us that all the vicious rumors and "disparaging comments they have provoked" will be "laid to rest" once the report is published.

Don't be so sure.